DOCUMENT RESUME

ED 067 373 SP 005 864

TITLE	An Experiment in Teaching the Disadvantaged.
INSTITUTION	Alabama State Univ., Montgomery.
PUB DATE	Nov 71
NOTE	33p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Disadvantaged Groups; *Disadvantaged Youth; *Learning Activities; *Learning Characteristics; *Learning Experience; Learning Theories
IDENTIFIERS	Alabama State University

ABSTRACT

Alabama State University conducted an experiment in teaching the disadvantaged. The major purpose of the project was to indicate that deprived youth can learn the same as more privileged youth, if their difficulties are diagnosed, if they are taught and exposed to quality instruction, and if they are provided with whatever empirical evidence indicates they need. The one group technique of the experimental method was employed wherein two potential teachers who exhibited talent and academic strength in English, speech, drama, and mathematics were assigned to teach a class of 30 deprived pupils for a period of six weeks. The instruments employed in the research consisted of the California Achievement Tests (arithmetic and language sections); a behavior rating scale; and a self-concept inventory. Four conclusions indicated success in some aspects of this experiment; however, definitive conclusions can not be drawn from these small samples. Recommendations suggest further study in this area. Appendixes of related program material, a 9-item bibliography and a 4-item record listing are included. (MJM)

ED 067373

College of Education
ALABAMA STATE UNIVERSITY
Montgomery, Alabama

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

AN EXPERIMENT IN TEACHING THE DISADVANTAGED

Submitted to

AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

November 26, 1971

SP 005 864

AN EXPERIMENT IN TEACHING THE DISADVANTAGED

Commencement statistics substantiate the fact that through the academic life of the college and university the preparation of teachers has not only been a prime objective, but a realistic one. The majority of the graduates chose teaching as a career. Irrespective to current attention which the university may divert to multi-dimensional programs, the School of Education is privileged to continue to help students become better teachers.

This research is another effort to produce competent potential teachers who are alert to the behavioral responses and needs of pupils.

This particular problem was designed to have student teachers identify deprived pupils in the class which they have been assigned to teach, to structure materials, to endeavor to delete the difficulties unearthed through a "teaching learning experiment," and to measure the effectiveness of the experiment.

MAJOR ASSUMPTION:

It is the contention of the initiator of the project that deprived youth can learn the same as more privileged youth, if their difficulties are diagnosed; if they are taught and exposed to quality instruction, and if they are provided with whatever empirical evidence indicates that they need, such as: (1) extra attention, (2) increased intensity in the application of skills, and (3) specifically designed materials.

MINOR ASSUMPTIONS:

1. It is hypothesized that deprived children exhibit some similar or common characteristics.
2. It is assumed that student teachers can detect behavior which is characteristic of deprived pupils.
3. It is hypothesized that there are some communication difficulties attributable to deprived children which can be detected and corrected through teaching.
4. It is hypothesized that deprived children have numerical deficiences and faulty concepts concerning dimensions, and numerical quantities which can be diagnosed and deleted.
5. It is strongly believed that valuable concomitant learning will result from the experiment in terms of: (1) enchancement of pleasure and interest in learning and (2) modification in the behavior of the pupils, such as change in attitude from depressive and inactive to vibrant and outgoing individuals.

PRIMARY OBJECTIVES:

1. To increase the student teacher's awareness of his ability and responsibility as an educational diagnostician.
2. To provide realistic experiences for the student teacher in a crucial area--an area in which he will subsequently work, an area dealing with a segment of school population characterized as deprived.
3. To provide opportunity for the student teacher to create materials designed for specific cases of difficulties; to prepare a prescription type of material as a physician would prescribe for a type of malady.

4. To give the potential teacher an opportunity to engage in a "teaching-learning experiment" and to evaluate the results with the aid of selected college faculty members, supervisors, and critic teachers working as a team.

SECONDARY OBJECTIVES:

1. To give the student teacher experience in structuring inventories designed to detect personality factors and behavioral characteristics.
2. To help the student teacher transfer theoretical psychological knowledge into practice by carefully studying and charting the characteristics of disadvantaged pupils.

METHOD

The one group technique of the experimental method was employed wherein two potential teachers who exhibited talent and academic strength in English, speech, drama and mathematics were assigned to teach a class of 30 deprived pupils for a period of six weeks.

The importance of other subject matter disciplines was recognized in the initial development of the project, however, only two areas were selected for study: communications and numerical understandings. The rationale underlying the selection was based upon the assumed needs of the seventh grade students and upon the scope of the experiment which delimited the study to the extent that the student teachers were able to achieve appreciable goals within the period of time allotted to them to teach.

The instruments employed in the research consisted of the California Achievement Tests, Intermediate Form AA (Arithmetic and Language Sections), The California Battery Level 4 Form A, Mathematics and Language Sections, A Behavior Rating Scale, and a Self-Concept Inventory.

As mentioned previously, the experimental variables consisted of the application of special material adapted to the needs of deprived children. For example, assuming that speech would be a problem, it was hypothesized that student teachers could be assisted in preparing lip and tongue exercises, lessons in using the jaws and palate or role playing to release tensions. For children who were identified with restricted language behavior, who utter fragmentary sentences or demonstrate an impoverished supply of adjectives, specific lessons and language games were innovated

to eradicate some of these problems.

Realizing that a highly industrialized society with a multiplicity of machines and apparatus needs more and more persons who have understanding of quantitative concepts, the student teachers designed a series of mathematical exercises some of which were non-verbal, such as the assembling of parts, identifying and classifying objects. The student teachers used tapes and audio-visual materials to enhance the value of the experiences.

In experimental approaches to the solutions of problems, pretesting is administered to determine the status of the students before applying the experimental variables. In this regard, special precaution was taken so as not to create an atmosphere of fear or restraint for the children selected for study, since it was highly probable that some of them already had frustrations and were subjected to unpleasant situations.

RESULTS AND DISCUSSION

A first concern was that of identifying a class of 30 black seventh grade students who were assumed to be deprived. A self concept inventory consisting of 20 items was structured and entitled "How I Feel About Myself". One item was included to disclose whether or not English or Mathematics was causing the students trouble, since it was a prior assumption that disadvantaged students often exhibit weakness in these two disciplines. Further, it was hypothesized that an instrument of this type would give students the freedom to express what they felt about themselves without reservations. A second instrument was also structured to identify the kind of school behavior characteristic of people who are well adjusted and of those who need improvement. An open-ended section was provided for detection of speech needs. The second instrument was utilized by the student teacher and the cooperating teacher for the purpose indicated previously.

An analysis of the students' concept of themselves disclosed that while many expressed that they were understood by their classmates, 57 percent of them felt that they were not understood, 64 percent thought that they were even laughed at by others. It was observed that 84 percent of this population indicated that they made too many mistakes in trying to communicate with others; 54 percent did not like their clothes. It was observed that only 36 percent of the students registered as not having money to spend for personal desires. Further scrutiny of the data disclosed that 46 percent of the students expressed that they did not like some people and 68 percent did not like attending school. These responses are interpreted as indicative

of negative behavior and frustration. Responses to items 14 and 15 revealed some bases for disturbances, as shown in Table I.

Fifty-seven percent of the students were afraid of getting low grades, 46 percent were having trouble in speaking acceptable English as assumed previously, and 68 percent recognized that they could not pronounce words correctly. However, according to the data, collectively they seemed to have completed their lessons on schedule, since only 39 percent of them had experienced setbacks due to none promotion. These students were mostly from large families and had to some extent exhibited deviant behavior, if item 20 can be so interpreted, since 43 percent were often punished for arguments and fights. This type response also reflects the impact of punishment upon behavior.

The instrument employed was submitted to a jury panel to test its validity, although much remains to be accomplished to increase its validity which time and subsequent testing will afford.

An examination of the data of the bahavior ratings evaluated by the student teachers disclose typical or average behavior for the majority of the seventh graders. On a five point scale a value of three was the average performance expected. However, when the ratings were inspected individually, many students deviated from normal expectancy. In cognitive factors, several students were rated as slow and dull, while a few were considered very alert and with exceptional ability. Several students were attentive in class while many were frequently preoccupied. The students did not register antagonistic and negative feelings towards authority, but agreed hesitantly with those in power. According to the raters there was the tendency towards gullibility on the part of some students.

TABLE I

SELF-CONCEPT ANSWERS FOR TWENTY-EIGHT PUPILS

QUESTIONS	RESPONSES Yes	RESPONSES No	PERCENT OF RESPONSES Yes	PERCENT OF RESPONSES No	NO REPLIES
1. It seems that my classmates don't understand me.	16	12	.57	.43	
2. I don't know what to say to them on the playground, in the lunch room, or even when there is time to talk.	15	12	.56	.44	1
3. Some people laugh at me.	18	10	.64	.36	
4. I make too many mistakes when I try to talk with others.	24	4	.84	.14	
5. I am bashful or ashame.	4	23	.15	.85	1
6. I lose my temper easily.	8	20	.29	.71	
7. I don't like my clothes.	15	13	.54	.46	
8. I am ashamed of my house.	3	24	.11	.86	
9. I am unable to keep my mind on my school work.	9	19	.32	.68	
10. I don't have money to spend for the things I want or wish to buy for myself.	10	18	.36	.64	
11. I don't like some people.	13	15	.46	.54	
12. I don't like coming to school.	19	9	.68	.32	
*13.					
14. I am afraid of getting low grades.	16	12	.57	.43	

TABLE I
SELF-CONCEPT ANSWERS

PAGE TWO

	QUESTIONS	RESPONSES Yes	RESPONSES No	PERCENT OF RESPONSES Yes	PERCENT OF RESPONSES No	NO REPLIES
15.	I have trouble in speaking correct English	13	14	.48	.52	1
16.	I can not pronounce words correctly.	19	9	.68	.32	
17.	I am always late in getting my lessons done.	4	24	.14	.86	
18.	I did not get promoted one year.	11	17	.39	.60	
19.	I have several brothers and sisters, or a large family.	18	10	.64	.36	
20.	I often get punished for arguments and fights.	12	16	.43	.57	
*13.	My worse subject is English.	11				2
	My worse subject is Mathematics.	11				
	Others: Spelling	1				
	Writing	1				
	Social Studies	1				

The data obtained and presented in Table III substantiates the students needs in the area of communication as enunciated by them. It is observed that they were cognizant of making too many mistakes in trying to communicate effectively with others.

The results of pretests in communications and in mathematics substantiated the hypotheses established in the initial stages of the experiment. In terms of grade placements, the language achievement was 4.6, and mathematics achievement was 4.0. It is observed also that the students registered their weakness in communication in Table I, in which 84 percent of them expressed having difficulty in communicating as effectively as they would like to. Further, it is observed that English was considered by them as one of their most difficult subjects.

The students enjoyed word games, the Adjective Wheel, word analyses, poems, stories, and seemingly became more vocal and verbal after the teaching experiment. An atmosphere of freedom prevailed and there was less concern about criticism which results from making errors. The same climate prevaded the classroom during experiences with the mathematic games and concepts. A readiness and delight to recite were concomitants along with increased understanding of dimensions and quantitative concepts. The final test disclosed small but important gains in the two subject matter areas; in Language the grade level was 5.7, and in Mathematics 4.9.

It is recognized that all of the changes which occurred are not measurable by tests, at least by the ones employed. For example, many students were able to do a better job in articulating words which they had previously found difficult.

TABLE II

BEHAVIOR RATINGS FOR A CLASS OF THIRTY SEVENTH GRADE STUDENTS

ITEMS	MEDIANS	MEAN
1. How do you appraise his cognitive factors?	2.9	
2. Is he attentive or is there the tendency to day dream?	3.2	
3. Is he intellectually curious and interested in people and things?	3.6	
4. Is he clean and attractive in his personal appearance or unkemp and repulsive?	3.1	
5. What is the status of his health?	3.0	
6. Does he get tired easily?	3.7	
7. What impact does his physique have upon other people?	2.7	
8. Does he enjoy talking?	2.5	
9. Does he discipline himself according to acceptable school and community standards?	3.09	
10. Does he enjoy social activities or prefers to be alone?	2.8	
11. What is his attitude toward authority?	3.1	
12. Is he gullible?	2.4	
13. Is he happy or depressive?	1.8	
TOTAL	36.5	35.96

TABLE III

DETECTION OF LANGUAGE PROBLEMS OF SEVENTH GRADE STUDENTS

ITEMS	PROBLEMS	FREQUENCY
Pitch of Voice		
	Too High	1
	Too Low	4
	Nasal Quality	3
	Poor Articulation	10
Stuttering		--
Fragmentary Sentences		5
Others		--

CONCLUSIONS:

1. While definitive conclusions can not be drawn from small samples, there is enough evidence to claim success in some aspects of this experiment in teaching the disadvantaged.
2. There was improvement in the achievement in Language and in Mathematics, in articulation and in minor speech problems which could be handled in classroom situations.
3. Student teachers learned to structure materials, to give tests, to chart behavior and to interpret the same.
4. The experiment was fruitful in terms of creating a situation wherein the student teachers, cooperating teachers, public school personnel, college professors and students worked harmoniously towards the achievement of a common goal.

RECOMMENDATIONS:

1. The study should be replicated in other deprived areas to test its validity.
2. Adequate equipment could be purchased which would captivate the interest and better serve the needs of the students.

APPENDIX

A. Speech Exercises 1

(1) Lip Exercises 2

(2) Tongue Exercises 2

(3) Using the Palate 2

(4) Voice and Articulation 3

(5) Nasal Sounds 4

B. Nasal Resonance Exercise 5

C. Adjective Wheel 6-7

D. Word Analysis and Study 8

E. Arithmetic Activity 9

F. Solving the Magic Square 10-11

G. Instruments

(1) How I Feel About Myself 12

(2) Behavior Rating Scale 13-17

(3) Tape - The Churkendoose by Ben Ross Berenberg

H. Bibliography 18

SPEECH EXERCISES

Introduction

In order to improve the speech a person must have the desire or want to speak better. He must try to solve his particular speech problem. Perseverance is a necessary quality in the realization of the objective. Of course, this means that the person will not give up or get tired easily, but keep working with a positive attitude towards the accomplishment of his goal.

Students of history will perhaps recall the story of Demosthenes (384-322 B.C.), the poor orphan, Greek boy who grew up neglected and sickly, in the most adverse circumstances. This unhappy lad had a speech defect or an impediment in his speech. But according to literature, he aspired to become an orator; his determination was very strong. Hence, for years Demosthenes studied argument and rhetoric. He put pebbles in his mouth and practiced speaking aloud until he commanded every tone of the human voice.

What happened? Without a doubt, Demosthenes' dreams came true. He not only conquered his handicap, but became a great orator. When Phillip the King of Macedonia was preparing for war, Demosthenes addressed himself against this great Macedonia King in a series of eloquent and brilliant speeches called "Philipics". For fourteen years Demosthenes continued to urge the men of Greece to defend their country's freedom.

To improve your speech, you must use your Lips, Tongue, Jaws, and Palate. The following are aids:

LIP EXERCISES

Make these sounds: ee---oo, ee, oo, me, me---mo
wee--woo, wee, woo, wee, wee--woo

TONGUE EXERCISES

Move the tongue up towards the nose: up-in, up-in, up-in
Allow the tongue to touch the chin: down-in, down-in, down-in
Swing the tongue left and right.

Let the tongue go around the outside of the mouth. Let the tongue dot the outside of the mouth in three places: front, middle, and back. Groove the tongue. Sweep the roof of your mouth with your tongue: front to back, back to front.[1]

USING THE PALATE

The palate has two parts. The front of the roof of the mouth is the hard palate, this part does not move. Tap your tongue to sound the letter T. You are now tapping your hard palate. The back of the roof of your mouth is the soft palate. It can move. Say ung--ah, ung--ah.

Exercise your soft palate by saying: ung-ah, ung-oh, ung-ah
ing-eck, ing-ick, ing-ick
ding-dong, ding-dong, ding-dong[2]

---

[1]Louise Abney and Dorothy Miniace. This Way To Better Speech. World Book Co., New York, New York: 1940, p. 2.

[2]Ibid. p. 3.

Voice and Articulation

TH Sounds

TH Sound at the beginning of the word:

that	them	those	this	theirs
there	these	they	their	thin
throw	throng	though	through	thanks

TH Sound in the middle of the word:

mother	brother	bother	other	misanthrope
father	gather	weather	whether	ruthless
feather	thither	farther	sympathetic	loathe

TH Sound at the end of the word:

earth	with	mouth	path	loath
death	yacth	youth	wreath	teeth
breath	myth	dearth	bath	sheath

---

[1]Grant Fairbanks. Voice and Articulation Drillbook. Harper and Brothers. New York, 1940, pp. 90-91.

NASAL SOUNDS

(Sounds which one feels in the Nose)

The M Sound

mama	my	master	miser
mother	mystery	mister	meat
chum	hum	dream	home
elm	gum	them	roam

M and N Words

Have students perfect a clear weak humming tone with /m/ then words beginning with /n/, use the initial nasal consonant as an aid in producing a clearer tone throughout the word.

matter	medicine	myth	murmur	municipal	mountain
mad	metal	mother	moth	music	mouse
need	knack	nautical	knew	knife	neck
niece	nod	note	nine	noun	gnat
neat	naughty	nook	nice	noise	nap[1]

[1] Hilda B. Fisher, Improving Voice and Articulation (New York: Houghton Mifflin Co., 1940), p. 74.

N A S A L R E S O N A N C E E X E R C I S E

Purpose: To increase nasal resonance to a normal level.

	Singing		Speaking			
ME	mmmeee--mmmeee--mmmeee		me	me	me	mmmeee
MAY	mmmay-ay-ay--mmmay-ay-ay	mmmay-ay-ay	may	may	may	mmmay-ay-ay
MOO	mmmoo-oo-oo--mmmoo-oo-oo	mmmoo-oo-oo	moo	moo	moo	mmmoo-oo-oo
KNEE	knknknee-ee-ee----knknknee-ee-ee		knee	knee	knee	knknknee-ee-ee
NOO	nnnoo-oo-oo-----nnnoo-oo-oo		noo	noo	noo	nnnoo-oo-oo[1]

An experience in Nasal Reading which utilizes a tape recorder for purposes of checking for nasal resonance.

ANNABEL LEE

It was many and many a year ago,
  In a kingdom by the sea,
That a maiden there lived whom you may know
  By the name of Annabel Lee:—
And this maiden she lived with no other thought
  Than to love and be loved by me.

But our love it was stronger by far than the love
  Of those who were older than we —
  Of many far wiser than we —
And neither the angels in Heaven above,
  Nor the demons down under the sea
Can ever dissever my soul from the soul
  Of the beautiful Annabel Lee: —

For the moon never beams without bringing me dreams
  Of the beautiful Annabel Lee;
And the stars never rise but I feel the bright eyes
  Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride,
  In her sepulchre there by the sea —
  In her tomb by the sounding sea. [2]

EDGAR ALLAN POE

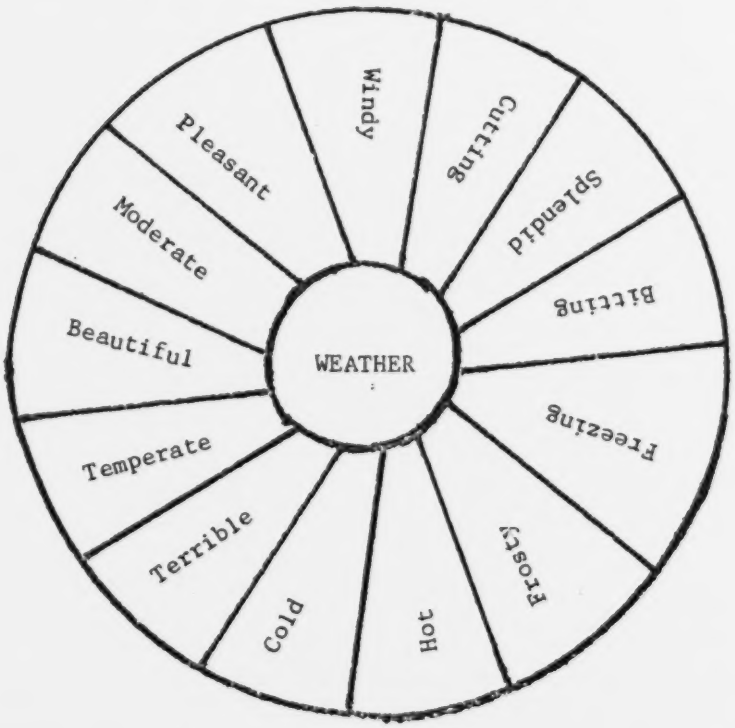
---

[1]Hilda B. Fisher, Improving Voice and Articulation (New York: Houghton Mifflin Co., 1940), p. 117.

[2]Ibid., p. 118.

ADJECTIVE WHEEL

This lesson is designed to increase the word power of students. Opportunity is provided for activity, fun and reflective thinking. The wheel can be quite flexible, depending upon the purpose for which the teacher wishes to use it. For example, assume that we call it an Adjective Wheel, and placed a noun for the hub; by changing the nature of the noun appropriate adjectives would be required. Students of course, could help to supply the adjectives. Herein, is included word variety, spelling and pronunciation. Assume that the hub or noun is weather; the students could supply words like moderate, cold, hot, pleasant, beautiful, splendid, temperate, frosty, freezing, terrible, bitting, cutting, and windy.



Assume that the word weather is erased and coat is used as a noun, descriptive words could be wool, fashionable, silk, beautiful, long, etc.; captivating, stylish, mode, fantastique, and magnificent.

EXAMPLE OF WORD ANALYSIS AND STUDY

Roots	Other Forms	Definitions	Examples of Use
anthropo	anthrop	man	anthropology, misanthrope
audio		to hear	audiometer, audience
auto		self	automation, autograph
bene	ben	well	benevolent
bio		life	biology, autobiography
cap	capt, cep, cept	take, seize, hold	capture, accept
cent		one hundred, or a hundredth part	century, percentage
corp		body	corpse, incorporate
cred		believe	credit, incredible
dem	demo	people	demagogue, democracy
fac	fact, fic	make, do	manufacture, factory
graph	gram	write	photograph, monogram
homo		the same	homogenized, homonym
loc		place	local, location
micro	mic	very small	microscope, microbe micro-organism
pedi	ped	foot	pedestrian, biped
phon		voice, sound	phonetics, symphony
poly		many	polytheism, polynomial
tele		distant	television, telepathy

ARITHMETIC ACTIVITY

It is assumed that educators are profoundly and continously concerned with the teaching of Arithmetic, with goals in terms of specific skills and with expected changes which arithmetical experiences are to produce in children. Many interested persons in the past have in all probability witnessed the testing of basic assumptions and psychological emphasis during a period when extensive drills pervaded the classrooms. Introspection and careful analysis were made of the subject matter contents to assure the functional and pragmatic value of contextual materials. While the social value of Arithmetic received focus, the ability to think like an echo or a resounding note permeated throughout time, curriculums and discussions. Hence, the ability to think is apparently an important residual in Arithmetic and deserves attention even now.

It is assumed then, that one would not be too far afield to hypothesize that thinking is necessary for a student who wishes to solve mathematical problems.

In the "Color Association Project," the student is asked to associate certain figures with the ones he has been previously given; this calls for reflection to a modicum degree. Here the student can feel at ease and that he is not being cornered.

Another arithmetical activity is working with the "dial-in," which also requires recall. The s tudent must remember previous laws which he has had. The "dial-in" contains problems of addition, subtraction, multiplication and division of negative and positive numbers. The purpose of this activity is to have the student become fully cognizant of the fact that there are numbers other than 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

"SOLVING THE MAGIC SQUARE"

1. First, write nine numbers in consecutive order: 1, 2, 3, 4, 5, 6, 7, 8, 9.

2. By taking the three numbers in the middle, 4, 5, and 6, it is noticed that the sum is equal to 15, hence, the "magic square" can start.

		6
	5	
4		

NOTE: The numbers are written diagonally.

3. By taking the largest number, 9, it is clearly seen that 9 can be inserted in only two of the blocks, because if it were placed in any other block the sum would exceed 15.

X	X	6
	5	X
4		X

NOTE: X marks the box where 9 <u>can</u> <u>not</u> be placed.

		6
	5	
4	9	

$9 + 5 + ? = 15$
$9 + 5 + \underline{1} = 15$

$4 + 9 + ? = 15$
$4 + 9 + 2 = 15$

	1	6
	5	
4	9	2

$2 + ? + 6 = 15$
$2 + \underline{7} + 6 = 15$

$? + 1 + 6 = 15$
$\underline{8} + 1 + 9 = 15$

8	1	6
	5	7
4	9	2

8 + ? + 4 = 15 = ? + 5 + 7
8 + 3 + 4 = 15 = 3 + 5 + 7

8	1	6
3	5	7
4	9	2

Remember that the first thing to do is to choose the three numbers in the middle of the square. Next, 9 is the key number to use; the problem is finding out where to place it. The next step is simply that of addition, that is, finding the sum of 15. Following these steps, everything contributes to solving a "magic square."

HOW I FEEL ABOUT MYSELF

(Please check each statement honestly).

NAME OF STUDENT _____
NAME OF SCHOOL _____
GRADE _____ AGE _____

1. It seems that my classmates don't understand me. _____Yes _____No
2. I don't know what to say to them on the playground, in the lunch room, or even when there is time to talk. _____Yes _____No
3. Some people laugh at me. _____Yes _____No
4. I make too many mistakes when I try to talk with others. _____Yes _____No
5. I am bashful or shame. _____Yes _____No
6. I lose my temper easily. _____Yes _____No
7. I don't like my clothes. _____Yes _____No
8. I am ashamed of my house. _____Yes _____No
9. I am unable to keep my mind on my school work. _____Yes _____No
10. I don't have money to spend for the things I want or wish to buy for myself. _____Yes _____No
11. I don't like some people. _____Yes _____No
12. I don't like coming to school. _____Yes _____No
13. My worse subject is _____English, _____Math, or _____.
14. I am afraid of getting low grades. _____Yes _____No
15. I have trouble in speaking correct English. _____Yes _____No
16. I can not pronounce words correctly. _____Yes _____No
17. I am always late in getting my lessons done. _____Yes _____No
18. I did not get promoted one year. _____Yes _____No
19. I have several brothers and sisters, or a large family. _____Yes _____No
20. I often get punished for arguments and fights. _____Yes _____No

BEHAVIOR AND SOCIAL ADJUSTMENT

A logical way of judging the personality of an individual is to consider his ability to get along well with other people and to impress them favorably and positively. A well-adjusted person is expected to deal intelligently and honestly with people in multiple social situations.

In brevity, a major purpose of the school is to train children in social behavior so that they can be liked by others and even admired by some. Ultimately, it is desired that school life will be happy for children and will correlate positively with their academic success. In a favorable school climate it is anticipated that children will be able to accomplish their best work.

The following Inventory purports to identify the kind of school behavior which is characteristic of people who are well adjusted and of those who need improvement.

Four categories of factors are employed as a basis in developing the behavior rating scale used in this research. These factors are: (1) cognitive, (2) health, (3) social, and (4) emotional.

BEHAVIOR RATING SCALE

An attempt is made to construct a score yielding instrument on a five point scale. Each value is descriptive of the behavior of a person who is being rated. The middle score and phrases represent typical or average behavior. The highest score represents gravity of the factor evaluated. The scores graduate in weight values from five to one.

1. How do you appraise his cognitive factors?

5	4	3	2	1
Low intelligence, Can not identify colors, pictures, shapes	Slow, Dull	Average	Very Alert	Exceptional Ability

SCORE _____

2. Is he attentive or is there the tendency to day dream?

5	4	3	2	1
Sits and stares into space	Is frequently absorbed in something other than what the class is doing	Is usually in attention	Is very attentive	Alert and responsive

SCORE _____

3. Is he intellectually curious and interested in people and in things?

5	4	3	2	1
Does not notice people or things around him	Seldom asks questions	Is curious and interested about people and things	Interests are readily stimulated	Is curious and anxious to learn about things

SCORE _____

4. Is he clean and attractive in his personal appearance or unkempt and repulsive?

5	4	3	2	1
Very unsanitary, Untidy	Neglectful of bodily needs; musty	Clean and average appearance	Very tidy, Spotless	Exceptional in cleanliness, Fastidious

SCORE _____

5. What is the status of his health?

5	4	3	2	1
Evidence of a problem or problems (Handicapped)	Minor physical difficulties	Seems healthy	Is the symbol of good health	Is robust and strong

SCORE _____

6. Does he get tired easily?

5	4	3	2	1
Lethargic, Slow-lacks energy	Can not run on playground and endure	Average endurance	Does not fatigue	Vigorous and athletic

SCORE _____

7. What impact does his physique have upon other people?

5	4	3	2	1
Makes others reject him	Makes an unfavorable impression	Does not generate particular notice	Is striking, Attracts people to him	Invokes admiration

SCORE _____

8. Does he enjoy talking?

5	4	3	2	1
Seldom speaks or recites	Is usually silent	Talks excessively, Does not allow others their fair chance	Talks more than most people	Talks when necessary

SCORE _____

9. Does he discipline himself according to acceptable school and community standards?

5	4	3	2	1
Negative behavior, Does not obey laws	Endeavors to obey some laws	Observes acceptable standards to the best of his knowledge	Is very anxious or chauvinistic about laws	Adheres to high standards of conduct, Tries not to break laws

SCORE _____

10. Does he enjoy social activities or prefers to be alone?

5	4	3	2	1
Seeks social activities more than other things	Remains to himself	Participates in social activities when urged	Usually seeking social activities	Average participation in social activities

SCORE _____

11. What is his attitude towards authority?

5	4	3	2	1
Militant and defiant	Tolerates authority	Respects authority	Accepts authority with sincerity and without question	Habitually obeys but complains

SCORE _____

12. Is he gullible?

5	4	3	2	1
Antagonistic and negative	Agrees hesitantly or to some extent	Accepts suggestions readily without question	Accepts suggestions	Is ordinarily agreeable

SCORE _____

13. Is he happy or depressive?

5	4	3	2	1
Sad and dejected	Generally melancholy	Very happy, jumping with joy and excited	Cheerful, Singing Whistling	Happy, Pleasant

SCORE ____

14. Does he have a language problem?

(a) Pitch of Voice: (check)

_____ Voice too high
_____ Voice too low
_____ Nasal Quality

(b) _____ Poor Articulation

(c) _____ Stuttering

(d) _____ Fragmentary Sentences

(e) _____ Others

TOTAL SCORE _____

BIBLIOGRAPHY

Fairbanks, Grant. Voice and Articulation Drillbook. New York: Harper and Brothers, 1940.

Johnson, Wendell, and Moeller, Dorothy. Speech Handicapped School Children. University of Iowa, 1961.

Leaf, Munro. Grammar Can Be Fun. Philadelphia and New York: J. B. Lippincott Company, 1934.

McLaughin, Barry. Learning and Social Behavior. Santa Cruz: University of California, 1969.

Morgan, Clifford T., and Deese, James. How to Study? The John Hopkins University, McGraw-Hill Book Company, 1957.

Publication Manual of the American Psychological Association, University of Colorado. Boulder, Colorado: 1967.

Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, 1962.

Robinson, Helen M. Innovation and Change in Reading Instruction. Chicago: The University of Chicago Press, 1968.

Taber, Julian I., Glaser, Robert, and Schaffer, Halmuth H. Learning and Programmed Instruction. Addison-Wesley Publishing Co., Inc., 1965.

RECORDS

Belafonte Sings Folk Songs
Waterboy, Matilda. In That Great Gettin' Up Mornin'
1-12" 33/3 R.P.M.

Building Verbal Power In The Upper Grades
Volume 1, 2, and 3. 1-12" 33/3 R.P.M.

Educational Record Sales
157 Chambers Street
New York, New York 10007

Guide To Better Speech
1-12" 33/3 R.P.M.

Language Usage Skills For Upper Grades (5-9)